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ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 7. It provides detailed description of the test items used to measure each reading objective. The ten objectives are subsumed under five skill areas: (1) main idea; (2) word meaning (contextual analysis); (3) detail (specifics, sequence); (4) inference (drawing conclusions, fact and opinion, cause and effect); and (5) reference usage (identifying references, using graphic aids, identifying parts of a book). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis of the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

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INSTRUCTIONAL STRATEGIES GUIDE

READING

GRADE 7

TEXAS EDUCATION AGENCY
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TEAMS INSTRUCTIONAL STRATEGIES GUIDE

READING

GRADE 7

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INTRODUCTION

During 1980-1985 the Texas Education Agency (TEA) administered a criterion-referenced testing program, the Texas Assessment of Basic Skills (TABS). That program was designed to measure minimum skills in mathematics, reading, and writing at Grades 3, 5, and 9. In July 1984, under the provisions of House Bill 72, a new basic skills assessment program was mandated in mathematics, reading, and writing at Grades 1, 3, 5, 7, 9, and 11. In response, development of the Texas Educational Assessment of Minimum Skills (TEAMS) was instituted by TEA during the 1985-1986 school year.

School district personnel from across Texas participated in all aspects of the development of TEAMS. Basic skills objectives were selected after a thorough review of the State Board of Education Rules for Curriculum, GE4 450 01 (Essential Elements). Under TEA supervision measurement specifications and test items were developed for each objective. Statewide field testing was conducted to ensure the quality of test items. The State Board of Education then approved the TEAMS tests for administration.

Because of the significance of the TEAMS program, TEA is providing Texas educators with instructional strategies guides for all objectives measured on each TEAMS examination. These guides describe the TEAMS objectives as well as instructional considerations and activities that can be used to promote mastery of TEAMS objectives.

This instructional strategies guide focuses on the TEAMS reading objectives for Grade 7. It provides a detailed description of the test items used to measure each reading objective. In addition, a brief instructional analysis is provided for each objective as are instructional activities that can help students master the objective.

Texas educators will undoubtedly vary in the ways they wish to promote learner mastery of the TEAMS objectives. Thus, the instructional components of this guide are <u>not</u> intended to be prescriptive. Teachers should view suggested activities as potential approaches that lead to mastery of the TEAMS objectives.

Components of the Instructional Strategies Guide

Ten TEAMS reading objectives are measured at the seventh grade level. These objectives are subsumed under one of five skill areas. The distribution of reading objectives by skill area is shown on the next page.

SKILL AREA	OBJECTIVE
Main Idea	Main Idea
Word Meaning	Contextual Analysis
Detail	Specifics Sequence
Inference	Drawing Conclusions Fact and Opinion Cause and Effect
Reference Usage	Identifying Reference Sources Using Graphic Aids Identifying Parts of a Book

This guide provides the following information for each of the reading objectives included in the TEAMS Grade 7 test.

Description of the objective. This section provides a succinct overview of the objective's focus.

Sample item. An illustrative sample item follows the description of each objective. This item is consistent with the test specifications for the objective, hence is representative of the TEAMS items used to measure students' mastery of the objective.

Test questions. To provide a more detailed view of how each TEAMS objective is assessed, the next section provides a description of the test question. All of the Grade 7 reading items present a stimulus that precedes four answer choices.

Answer choices. The next section deals with the response to each multiple-choice test item. Important characteristics of the answer choices are described.

Answer analysis for sample item. An analysis of the answer choices from the sample item is then provided. This analysis explains why the correct answer is right and why the incorrect answers are wrong.

Instructional emphases. Considerations relevant to the design of instructional sequences for each TEAMS objective are described in this section. These instructional analyses are not intended to represent the only important points associated with instruction aimed at a particular objective. However, it is hoped that these discussions will stimulate educators' consideration of each objective.

Possible instructional activities. A final section discusses several instructional activities for each objective that Texas educators may wish to consider as they organize their instructional plans.

Use of the Instructional Strategies Guide

This TEAMS instructional strategies guide is designed to accomplish two goals. First, the guide enables Texas educators to become familiar with the types of strategies employed to assess learner mastery of the TEAMS Grade 7 reading objectives. Educators who wish to learn more about how the TEAMS objectives are tested should consult the TEAMS objectives and measurement specifications available at cost from TEA. The level of detail provided in this instructional strategies guide should provide sufficient information for educators to design effective instructional sequences. Second, each instructional strategies guide provides suggestions for instructional strategies that can be used to promote mastery of TEAMS objectives.

The specific setting in which a given district chooses to provide instruction in the TEAMS objectives will influence the way in which the materials in this guide can be employed. The format of the guide permits flexible use.

General Nature of the Test Items

The TEAMS Grade 7 reading objectives are measured by multiple-choice items that consist of a stimulus followed by four answer choices, one of which is correct. The stimulus, depending on the objective, is a question, a sentence, or a display or reading selection followed by a question. Reading selections are similar to those that students encounter in school, at home, or in their community. The selections include narratives, fiction, and passages from the content areas. For objectives 1, 3, 4, 6, and 7, each reading selection is used as a stimulus for more than one item and is used to test more than one objective. These selections range from 125 to 350 words in length. For objective 5 each reading selection is used as a stimulus for one item testing that objective, and ranges from 60 to 100 words in length. All selections are written at approximately a seventh grade reading level.

SKILL AREA: MAIN IDEA

Objective 1: Identify the main idea.

This objective requires students to select the best statement of a reading selection's main idea.

Sample Item

Read the following passage. Then answer the question.

In May 1977, a prisoner escaped from a police car in upstate New York. The police searched the area for three hours but were unsuccessful. They decided to call Howard Markley and his 110-pound bloodhound named Ivan.

Bloodhounds are dogs that have an amazing ability to smell. Because of this, they are often used to search for people. All people shed microscopic flakes of skin that have a distinctive scent. This scent can linger for days. A bloodhound has little trouble finding such a scent and following it on the ground.

Shortly after they were called, Howard and Ivan met the police where the prisoner had escaped. The damp weather that day presented a problem because bloodhounds follow scent better under dry conditions. The police let Ivan sniff a shirt that the prisoner had worn. Then they led Howard and Ivan to where the prisoner was last seen. Ivan ran back and forth for a few moments before picking up the scent. Suddenly, he took off across the countryside with Howard in tow and the police following.

After a while, Ivan discovered where the prisoner had slid down a bank into a shallow creek. Ivan climbed up the other bank and headed over the hills toward a small farming community. He led the police to an empty farmhouse where the prisoner had apparently rested. Then the dog was off again through the fields toward the railroad tracks.

When Ivan reached the tracks, he sat down instead of crossing them. Both Howard and the police were surprised at first. Then Howard noted that the tracks were on an upward grade. He knew that freight trains usually slowed to about seven miles per hour when going uphill. People can easily jump onto a train moving at that speed. A police sergeant found out what time the last train had passed and radioed ahead. One hour later and 30 miles away, officers stopped the train. Huddled in a dark corner of a boxcar was the escaped prisoner.

What is the main idea of the passage?

A. Bloodhounds possess a stronger ability to smell than does any other type of animal.

B. A bloodhound used its sense of smell to locate an escaped prisoner in upstate New York.

C. An escaped prisoner was found resting in an empty farmhouse.

D. The police let a bloodhound sniff a shirt that had once been worn by an escaped prisoner.

Test Questions

1. A test item will present a reading selection that communicates a single, central idea that is explicitly stated in one sentence or is implied in the selection as a whole. This selection will be followed by the question "What is the main idea of the passage?"

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be a statement that is accurate, relevant, and of the most appropriate scope in relation to the other answer choices. For a selection in which the main idea is explicitly stated in one sentence, the correct answer will be a paraphrase of the main idea sentence from the selection. For a selection in which the main idea is implied, the correct answer will represent that implied main idea.

2. Incorrect answer choices will be any of the following types:

   a. Contradicted: A statement that is contradicted by information in the selection.

   b. Inappropriate in Scope: A statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection.

   c. Irrelevant: A statement that introduces information not included in the text. The statement must contain at least one concept from the selection.

Answer Analysis for Sample Item

1. Answer choice A is irrelevant because it introduces information not included in the reading selection. Although the selection states that bloodhounds have a powerful sense of smell, it does not say anything about the relative smelling abilities of bloodhounds and other types of animals.

2. Answer choice B is a correct statement of the main idea of the reading selection because it is accurate, relevant, and of appropriate scope. It synthesizes the important information presented in the selection. The selection is a description of how a bloodhound used its excellent sense of smell to recapture an escaped prisoner.

3. Answer choice C is contradicted by information presented in the reading selection. It states that the prisoner was found in an empty farmhouse. According to the selection, however, the prisoner was found in a boxcar. Thus, the information presented in this answer choice is inaccurate.

4. Answer choice D is inappropriate in scope because it is too narrow to be a statement of the reading selection's main idea. Although this answer choice is accurate, it presents only one of many details from the selection and does not summarize the selection's central message.

Instructional Emphases

The ability to isolate the central idea or message expressed in a reading selection is essential to reading comprehension. The TEAMS test requires students to discern the main idea of a reading selection. The main idea may be explicitly stated in one sentence or implied in the selection.

There are three specific subskills that students must master in order to identify the main idea of a reading selection. First, students must be able to distinguish between a detail (a specific piece of information) and a main idea (a central idea or message). In other words, students must have some understanding of scope, or the different levels of specificity that distinguish details from the main idea. Many students have trouble on TEAMS items when an answer choice corresponds to a specific detail that is presented in the selection (as in answer choice D above). Make certain that your students realize that just because something is directly stated in the selection, it is not necessarily the selection's main idea. Furthermore, students should be particularly alert to the fact that the first sentence of a selection (or of a paragraph) can be a detail. Such sentences are not necessarily main idea statements.

Next, students must be able to recognize paraphrased information. In TEAMS main idea items in which the main idea is explicitly stated, the correct answer is given as a paraphrase of

the main idea statement. Therefore, students must recognize that any idea can be expressed in several ways by using synonyms or by changing word order.

Finally, students must be able to identify the unifying theme among numerous related details. This is necessary in TEAMS items in which the main idea is implied, not directly stated. In such instances, the main idea is the unifying theme that links all the important pieces of information together.

In addition to the activities described below you may wish to incorporate main idea activities into routine classroom procedures. For example, after reading an announcement or the daily bulletin you might ask students to summarize the important information that was presented.

Possible Instructional Activities

Twice As Nice

Give each student two slips of paper, one that contains a sentence and another that is left blank. Instruct students to write a paraphrase of the sentence on the blank slip of paper. Have students assemble into small groups. Tell students to mix up all the slips of paper and match up the sentences that mean the same thing. This activity can be repeated several times. The level of difficulty of this exercise can be controlled by adjusting the degree of similarity among the main idea statements that are initially distributed.

Making Headlines

Have students read short passages in which the main idea is implied. Present a set of four possible headlines for each passage. One headline should accurately express the main idea of the passage. The incorrect headlines can be patterned after incorrect answer types (contradicted, inappropriate in scope, irrelevant) for TEAMS main idea items. Have students select the headline that best expresses the central theme, or main idea, of the passage.

Pick Apart Passages

In this activity, students practice differentiating between statements that contain details and statements that express a main idea. Review the difference between a detail and a main idea as described above. Distribute a handout that contains several short passages in which the main idea is explicitly stated in a single sentence. For each passage, have students underline each detail and circle the main idea sentence. A

variation of this activity is to use colored pencils to underline details in one color and the main idea sentence in another.

That's the Idea

In this activity, students write paragraphs with either an explicit or an implied main idea and then examine each other's paragraphs to determine the main idea. To prepare, make a list of paragraph topics. You will need one topic for every two people in the class. Topics might include the following:

-- Yesterday was a terrible day.

-- There have been many great British writers.

-- World War II was an important part of world history.

-- Dogs are fun pets to own.

-- Cats are better to own than dogs.

-- People have a lot of different opinions about how to promote world peace.

No topic should require research. These topic sentences will become the main idea sentences for paragraphs that students write. Each topic sentence should be written on two small slips of paper with either the word "stated" or the word "implied." Hand out the slips of paper, one to a student. Students who receive a "stated" topic are to use the topic sentence as the main idea sentence in a paragraph they write. Students who receive an "implied" topic are also to write paragraphs. They are not allowed, however, to state or paraphrase their main idea sentence in their paragraphs. For example, a student might write the following paragraph with an implied main idea if the topic sentence were "Cats are better pets than dogs."

> Once you earn their affection, cats are friendlier and more loving than dogs. Cats are also much cleaner than dogs. And even though cats don't like to do tricks, they are much smarter than dogs. Cats are also easier to take care of than dogs. Cats don't have to be toilet trained, and they don't eat as much. They also don't make horrible barking sounds.

When students have completed their paragraphs, ask a student who wrote a paragraph with an implied main idea to read that paragraph to the class. Have other students (who did not also use this topic) suggest what the main idea for the paragraph might be. Then ask a student who wrote a paragraph with a stated main idea using the same topic to read that paragraph to the class. Students should now be able to determine the original topic sentence. Repeat this process for other topic sentences.

Because this activity is also a writing exercise, you may wish to have students consider in what ways paragraphs could better reflect their topics.

Collect and look over the paragraphs you don't have time to discuss in class. If you prefer, these paragraphs can become the basis of a later work sheet for the same activity.

SKILL AREA: WORD MEANING

Objective 2: Use context to understand the meaning of words.

This objective requires students to identify a correct definition of an unfamiliar word by analyzing the context in which the word appears.

Sample Item

Choose the word or group of words that tells the meaning of the underlined word as it is used in the sentence.

> The teacher was so fastidious that no student's work could ever completely satisfy his high standards.

A. quick

B. difficult to please

C. complimentary

D. physically fit

Test Questions

1. A test item will present a sentence containing an underlined word whose meaning can be determined by analyzing the context in which the word is presented.

2. The sentence containing the underlined word will provide clear context clues for determining the meaning of the word in question. The context clues provided may be synonyms, antonyms, or situations that clarify the meaning of the underlined word.

3. The underlined word will be a word not likely to be known by seventh grade students.

4. The underlined word may have multiple meanings.

Answer Choices

1. The correct answer choice will be an accurate definition of the underlined word as used in the sentence.

2. Incorrect answer choices will be any of the following types:

   a. Contradicted: A definition that is opposite in meaning to the actual definition of the underlined word.

   b. Similar: A definition of a word that is similar in spelling to the underlined word.

   c. Incomplete: A definition that does not account for enough of the sentence's information relevant to understanding the meaning of the underlined word.

   d. Irrelevant: A plausible but incorrect definition of the underlined word.

Answer Analysis for Sample Item

1. Answer choice A is incorrect even though it fits syntactically into the sentence (as do all the answer choices). It represents a definition of a word that forms part of the word "fastidious"; "quick" defines the word "fast." However, "fastidious" is not related to "fast," as is made clear by this context. The fact that a teacher is quick is not a cause for disliking student work. Therefore, the context of this sentence does not support "quick" as a definition of "fastidious."

2. Answer choice B is correct. It is an accurate definition of "fastidious." The context of the sentence suggests that the teacher has high standards and is, therefore, difficult to please.

3. Answer choice C is contradicted by the context. "Complimentary" is opposite in meaning to "fastidious" in this context and is not supported as a definition of the term.

4. Answer choice D is incorrect because it is irrelevant. There is no reason to believe that being physically fit would cause a teacher to be dissatisfied with students' work.

Instructional Emphases

Vocabulary development plays a central role in education. As students mature and face new situations, they will be exposed to unfamiliar words. An effective and essential technique for determining the meaning of unfamiliar words when reading is to use context clues--that is, words or phrases that provide clues as to the meaning of words.

Common context clues include synonyms, antonyms, and phrases containing them. For example:

I hired a consultant because I needed an adviser.

It is clear from the sentence above that "adviser" is a synonym of "consultant." A reader unfamiliar with the word "consultant" could use the context to determine its meaning.

The recognition of opposites or contrasts in a sentence often yields clues as to a word's meaning. For example:

Many expected him to be a weak leader; however, he became a dominant political force.

In this sentence, the contrast between "dominant" and its antonym "weak" provides a clue as to the meaning of "dominant."

Readers need to recognize when synonyms and antonyms are present to be able to use them as context clues. Therefore, students must pay careful attention to sentence structure when looking for clues about the meaning of an unfamiliar word. Linking words often signal the presence of synonyms or antonyms. Words and phrases such as "and," "or," and "such as" may indicate the presence of synonyms. For example:

Goulash and other kinds of stews were served at the banquet.
(goulash = stew)

A cold front, or air mass, stretched across Texas last week.
(front = air mass)

Lubricants such as oil and grease are stored in the back of the garage.
(lubricants = oil and grease)

As in the sentence above concerning the political leader, words such as "but," "however," and "unlike" often indicate that a sentence contains contrasting or opposite ideas. The example below uses "unlike" to inform the reader that the sentence contains contrasting ideas.

Unlike Judy, who has no friends at all, Cindy is quite popular.

In addition to synonyms and antonyms, a word or phrase describing a situation may clarify the meaning of an unfamiliar word. For example:

The captain knew his ship was doomed when it began to sink.

A reader could infer from this situation that "doomed" means facing ruin or disaster.

Synonyms, antonyms, and clarifying situations are used as context clues in TEAMS items testing this objective. Review with your students examples such as those presented here. Encourage students to try to figure out the meanings of unfamiliar words from context in their daily reading. Notify your students that words with multiple meanings may be used in TEAMS items. In such items, more than one answer choice may be a correct definition of the underlined word. Therefore, students must attend to context to be able to select the most appropriate definition of the underlined word.

Possible Instructional Activities

Nonsense

In this activity, students use contextual analysis to determine the meanings of nonsense words that are rendered meaningful by the sentences in which they appear. Write 10 sentences in each of which a nonsense word is substituted for a real word and underlined. The nonsense word's definition should be decipherable through contextual analysis. In the following example, the underlined word is clearly a substitute for the word "telephone."

> It costs 25 cents to make a local call using a pay shmuni.

Write the sentences on the board, one at a time. Ask students what they can determine about the meaning of the nonsense word from context clues. Then ask students to define the word or, more specifically, replace the nonsense word with an appropriate real word. Indicate that in the TEAMS items for this objective the underlined word will be a real word that is probably unfamiliar, rather than a nonsense word. Thus, students should use context clues to determine the meaning of the unfamiliar word, as in this activity.

Multiple Meanings

Students can see how context affects the meaning of words by working with words that have multiple meanings. Access to a dictionary will be necessary for this activity. Compose a list of five words, each with at least three distinct meanings and for which students are likely to know at least one definition. Examples of such words are "minute," "park," "right," and "sign."

Distribute this list to students and then write the first word from the list on the board. Ask a student to think of a sentence using one of the definitions of this word. Ideally, this sentence should contain sufficient context clues to distinguish this particular meaning of the word from its other meanings. Take suggestions from students about how to incorporate more or better context clues into the sentence. Then make

example sentences for two other definitions of the word. As much as possible, encourage students to think of the other two definitions without resorting to the dictionary.

Repeat this process for the next two multiple-meaning words on the original list. For the last two words on the list, have students write their own sentences. You may also choose to have students use the dictionary to select two additional multiple-meaning words with which to work. Later, have students read some of these sentences aloud. See if students can determine which definition of the multiple-meaning word is being used. Emphasize that choosing the appropriate definition for a particular use of a multiple-meaning word can only be accomplished through contextual analysis.

A Search for Meaning

In this activity, students will look for sentences that provide context clues for words. To prepare for this activity, gather a selection of newspaper and magazine articles. Begin by discussing the various types of context clues that are described in the Instructional Emphases section. In a class discussion, see if students can devise examples of each type of context clue. Then have students examine the newspaper and magazine articles to find and copy five sentences containing context clues that can help readers determine the meaning of a word (familiar or unfamiliar). Students should underline the word for which the context clues suggest a definition.

When students have finished, ask a student to read to the class a sentence substituting the word "blank" for the underlined word. Let other students offer appropriate words, based on the context clues in the sentence, to fill the blank.

Context Password

In this activity, students use context clues to determine the meaning of a mystery password. To prepare, make a list of 20 to 30 nonsense words. Write these nonsense words and a brief definition for each on large cardboard cards, one word and definition to a card. Divide the class into two teams and select a member of each team to come to the front of the room. These two students will be the first players for their respective teams.

Hold up the first card so that all students except the two players can see the nonsense word and its definition. Then say the nonsense word (but not its definition) to the players. Next, select a student from the first player's team to say a sentence that includes the nonsense word and context clues for the meaning of the nonsense word. The first player then guesses a definition for the nonsense word. If the guess is correct, the player (and the player's team) gets a point. If the guess is incorrect, a

student from the second player's team makes up a sentence, and the second player then guesses at the word's meaning. This process continues until the nonsense word is correctly defined.

The player who did not receive the previous point always gets the first chance at guessing the meaning of the next nonsense word. A player wins by having three or more points (and one point more than the opposing player) after both players have had the same number of turns. You can call two more players to the front of the room, or have another player from the losing team challenge the player from the winning team. If you prefer, you may choose to show a nonsense word's meaning only to the student(s) who must think of a context sentence. That way, most of the class will be trying to guess the identity of the unknown word (although only the players can receive points for correct definitions).

Quick Thinking

Familiarity with synonyms and antonyms can be encouraged during occasional brief periods in which you simply call out words and ask students to respond with either synonyms or antonyms. An alternate approach is to have a student say "I'm thinking of a synonym for _____." Have other students suggest possibilities until the first student's word is named.

SKILL AREA: DETAIL

The skill area of detail includes two objectives. The first requires students to identify a specific detail. The second requires students to identify an event or a step based on its sequential order.

Objective 3: Identify specific details.

This objective requires students to identify the specific detail that answers a question about a reading selection.

Sample Item

Read the following passage. Then answer the question.

In May 1977, a prisoner escaped from a police car in upstate New York. The police searched the area for three hours but were unsuccessful. They decided to call Howard Markley and his 110-pound bloodhound named Ivan.

Bloodhounds are dogs that have an amazing ability to smell. Because of this, they are often used to search for people. All people shed microscopic flakes of skin that have a distinctive scent. This scent can linger for days. A bloodhound has little trouble finding such a scent and following it on the ground.

Shortly after they were called, Howard and Ivan met the police where the prisoner had escaped. The damp weather that day presented a problem because bloodhounds follow scent better under dry conditions. The police let Ivan sniff a shirt that the prisoner had worn. Then they led Howard and Ivan to where the prisoner was last seen. Ivan ran back and forth for a few moments before picking up the scent. Suddenly, he took off across the countryside with Howard in tow and the police following.

After a while, Ivan discovered where the prisoner had slid down a bank into a shallow creek. Ivan climbed up the other bank and headed over the hills toward a small farming community. He led the police to an empty farmhouse where the prisoner had apparently rested. Then the dog was off again through the fields toward the railroad tracks.

When Ivan reached the tracks, he sat down instead of crossing them. Both Howard and the police were surprised at first. Then Howard noted that the tracks were on an upward grade. He knew that freight trains usually slowed to about seven miles per hour when going uphill. People can easily jump onto a train moving at that speed. A police sergeant found out what time the last train had passed and radioed ahead. One hour later and 30 miles away, officers stopped the train. Huddled in a dark corner of a boxcar was the escaped prisoner.

Who was the owner of the bloodhound?

A. Ivan

B. the farmer

C. Howard

D. the police sergeant

Test Questions

1. A test item will present a reading selection followed by a question that asks about a detail in the selection. The question will ask "who," "what," "when," "where," "which," "why," "how," "how many," or "how much."

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be the specific detail from the selection that accurately answers the question.

2. Incorrect answer choices will be either of the following types:

   a. Incorrect Detail: A detail that is contained in the reading selection that does not answer the question.

   b. Irrelevant Detail: A detail not contained in the reading selection that appears to answer the question.

Answer Analysis for Sample Item

1. Answer choice A is an incorrect detail. Ivan is the name of the bloodhound.

2. Answer choice B is an irrelevant detail because a farmer is not mentioned in the reading selection.

3. Answer choice C is the correct detail because the last sentence of the first paragraph refers to "Howard Markley and his 110-pound bloodhound named Ivan."

4. Answer choice D is an incorrect detail. The dog is owned by Howard, not by the police sergeant.

Instructional Emphases

Understanding details is a basic reading skill that underlies other reading comprehension skills. The abilities to draw inferences from a reading selection and to determine a passage's main idea require remembering specific details and perceiving relationships among these details. Careful attention to detail is also important in real-life situations, where misreading or forgetting a detail can have unfortunate, if not disastrous, consequences. Emphasize to your students the importance of paying attention to significant details presented in any material they are reading.

Many of the errors made in answering detail items are simply the result of carelessness. To avoid such errors, students who attempt a TEAMS item testing this objective should read the question carefully after reading the selection, then return to the reading selection to find the answer. Remind students that they should not rely on memory to answer the question. Advise them to reread the question and reread or skim the selection as many times as is necessary to be certain of selecting the right answer.

Possible Instructional Activities

Specifics Review

This activity provides practice in finding details in a reading selection while serving as a review of content covered in class. Consider, for example, a class that has just finished studying a chapter in a textbook. Divide the chapter into as many sections as there are students in the class. For example, each student may be responsible for a page of the chapter. For homework, require each student to prepare at least five detail questions for the assigned section of the chapter.

The next day, randomly assign a number to each student. (Students will be calling on other students to answer questions. Using numbers instead of names will prevent them from directing their questions to selected students.) Write the numbers on the chalkboard and select one student (by number) to start. That student should first tell the class on which page of the chapter they should look and then ask one of the prepared questions pertaining to that page. The student should wait for a short time while all students turn to the page and hunt for the answer. Then the student should call out a number. The student with that number must answer the question within five seconds. If the student does so correctly, that student gets to ask the next question. If the student cannot answer, then the asking student calls out another number. Place check marks by the numbers of the students who have been called on to answer questions. Tell students to use numbers that have not previously been used.

Cutting Up Details

Ask your students to bring to class newspapers, magazines, and any other reading materials that can be cut up. Have each student select a short article (or the first few paragraphs of a long article), cut it out, and write detail questions about the selection. Each student should try to write at least one question of each type (that is, one "where" question, one "how" question, etc.). If you wish, students can also write answer choices for their questions.

When students have finished, have them attach the reading selection to their questions. Have students exchange papers and answer each other's questions. Alternatively, collect the papers, review them, and use them for class practice during subsequent class periods.

Autobiographical Details

In this activity, students write short papers telling about themselves. Each paper should contain specific details that would answer as many types of detail questions as possible. For example, a student's paper could include the following information:

Who: My brother goes to Pawney High School.

What: I like to eat peanuts.

When: We moved to our current home last winter.

Where: I live near Ranchwood Park.

Which: Of my seven classes this year, I like English best.

Why: I study hard because I like to do well in school.

How: I became a good runner by running almost every day.

How many: There are five people in my family.

How much: I usually read for an hour each day.

Ask students to write detail questions based on their autobiographies. Students can then exchange their papers and answer each other's questions. The authors can then check the answers. Alternatively, collect the papers, make copies of some, and distribute them to students. You can then orally pose detail questions based on the papers you have distributed. If you remove the student's name before distributing a paper, other students may have fun trying to guess who wrote the paper.

Chain of Details

In this activity, students try to create as long a human chain as they can by answering detail questions correctly. To get ready for this activity you will need to make a handout of brief reading selections. Each reading selection should be on a different page of the handout. You should be familiar enough with the selections to ask detail questions about their contents.

Distribute a copy of the handout to each member of the class. Give students time to read the first selection. Students are to then turn over the handout so they can no longer see the reading selection. Ask the first student in the first row a detail question about the reading selection. A correct answer establishes that student as the first link in a human chain. Then ask the second student another detail question. A correct answer makes that student the second link in the chain. An incorrect answer breaks the chain, and a new chain begins with the next student who answers a question correctly. When question material from one selection becomes exhausted, have students turn over the handout and read the next selection.

Students can claim a "second chance" option that allows a student in danger of making an incorrect answer to turn the handout over and search for the correct detail in the reading selection. Explain that this option is allowed because in TEAMS items students can reread a passage to look for a detail specified in a test question. To promote careful initial reading, however (and to keep the activity fast-paced), this rereading option may be used only once to extend an existing chain. Once claimed, the option will not again be available until a new chain is in progress. The students that are part of the longest chain are the winners.

Objective 4: Identify the sequence of events.

This objective requires students to identify, based on a reading selection, an event or a step that happens first, last, or just before or after a specified event or step.

Sample Item

Read the following passage. Then answer the question.

In May 1977, a prisoner escaped from a police car in upstate New York. The police searched the area for three hours but were unsuccessful. They decided to call Howard Markley and his 110-pound bloodhound named Ivan.

Bloodhounds are dogs that have an amazing ability to smell. Because of this, they are often used to search for people. All people shed microscopic flakes of skin that have a distinctive scent. This scent can linger for days. A bloodhound has little trouble finding such a scent and following it on the ground.

Shortly after they were called, Howard and Ivan met the police where the prisoner had escaped. The damp weather that day presented a problem because bloodhounds follow scent better under dry conditions. The police let Ivan sniff a shirt that the prisoner had worn. Then they led Howard and Ivan to where the prisoner was last seen. Ivan ran back and forth for a few moments before picking up the scent. Suddenly, he took off across the countryside with Howard in tow and the police following.

After a while, Ivan discovered where the prisoner had slid down a bank into a shallow creek. Ivan climbed up the other bank and headed over the hills toward a small farming community. He led the police to an empty farmhouse where the prisoner had apparently rested. Then the dog was off again through the fields toward the railroad tracks.

When Ivan reached the tracks, he sat down instead of crossing them. Both Howard and the police were surprised at first. Then Howard noted that the tracks were on an upward grade. He knew that freight trains usually slowed to about seven miles per hour when going uphill. People can easily jump onto a train moving at that speed. A police sergeant found out what time the last train had passed and radioed ahead. One hour later and 30 miles away, officers stopped the train. Huddled in a dark corner of a boxcar was the escaped prisoner.

What happened just after Howard and Ivan met the police?

A. Ivan was given the prisoner's shirt to sniff.

B. Howard complained to the police about the damp weather.

C. The police searched unsuccessfully for the prisoner for three hours.

D. Howard and Ivan were led to the place where the prisoner was last seen.

Test Questions

1. A test item will present a reading selection followed by a question that asks for an event or step from the selection that occurs first, last, or just before or after a specified event or step.

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be the event or step from the reading selection that accurately answers the question.

2. Incorrect answer choices will be either of the following types:

   a. Incorrect: An event or step from the reading selection that does not answer the question. For example, the answer choice may consist of the second event in a sequence when the question asks for the first event.

   b. Irrelevant: An event or step that is not contained in the reading selection that appears to answer the question.

Answer Analysis for Sample Item

1. Answer choice A is the correct event. According to the third paragraph of the reading selection, the first thing that happened after Howard and Ivan arrived was that Ivan sniffed the prisoner's shirt.

2. Answer choice B is an irrelevant event because the reading selection does not mention that Howard complained about the weather. This answer choice is plausible, however, because the selection does state that damp weather is a problem.

3. Answer choice C is an incorrect event because the unsuccessful police search occurred before, not after, Howard and Ivan arrived.

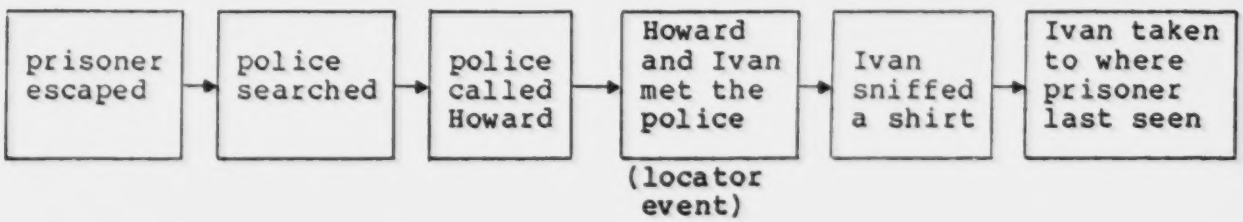
4. Answer choice D is also an incorrect event because this event did not occur just after the arrival of Howard and Ivan. It occurred after Ivan sniffed the prisoner's shirt.

Instructional Emphases

Attending to the sequence of events or steps in a reading selection is an important skill. It is of great value when reading (or writing or telling) a narrative or a set of directions, such as a recipe or directions for assembling something. If a recipe or assembly instructions were followed out of order, successful results would not be likely.

The skill of determining sequence involves the recognition of basic facts and the ability to organize them into a logical order based on time. Sequential relationships can be established in a reading selection either explicitly or implicitly. Explicit sequential relationships are identified by specific cue words such as "first," "second," "next," "then," "finally," and "last." Implicit sequential relationships are inferred from the meaning conveyed in the reading selection. Consider, for example, the following sentences: "The barn door opened slowly. Suddenly, a large bat flew out." These sentences imply that the door opened, and then the bat flew out." Encourage your students to attend to the cue words in a selection and to read carefully so that any implicit sequential relationships are clear.

Some students may find it helpful to diagram, in sequence, the events or steps presented in a reading selection. When students are asked to determine what happens just before or just after a given event, they should consider the given event as the "locator event." (For example, "What happened just after Howard and Ivan met the police?") The initial events in the sample item can be diagrammed as shown below.



Once the locator event has been identified, it becomes easy to determine the event that came just before or after it. Although students may not actually draw a diagram when taking the TEAMS examination, thinking about a sequence of events in this way may prove helpful. A diagram can also be helpful to students

when they are asked to find the first or last event in a sequence, although it might be more efficient if students simply reread the beginning or ending parts of a sequence of events to find the first or last events, respectively.

As with the other objective in this skill area, encourage students to read both the selection and the question carefully and then go back to the selection to be sure of the correct answer.

Possible Instructional Activities

Create a Sequence

In this activity, students create their own reading selections that can be used for practice in answering sequence items. Ask your students to think of 10 different events. The events do not have to be related. Write the suggested events on the chalkboard. Then tell students to write their own stories that include at least five of the events on the board. The events can take place in the story in any order students choose.

Tell students to write four questions about the sequence of events in their stories. They should write questions asking for the identification of the following events in their stories:

-- the first event
-- the last event
-- an event just before another event
-- an event just after another event

Collect and review student work. Make copies of some of the stories and questions, distribute them, and have students answer the questions. Review the questions and correct answers orally.

Research of Consequence

In this activity, students select and research topics of their choice. Each topic should involve a sequence of events. You may want to provide students with a list of such topics from which they can select. Sample topics include:

-- how a bill becomes a law
-- the life cycle of a butterfly
-- the rain cycle
-- how a television show is made
-- how photographs are developed

Students should write brief reports describing the sequence of events pertaining to their topics. Alternatively, they can make a list of the events or a diagram such as the one in the Instructional Emphases section. Ask students to write at least

four sequence questions based on their reports. When possible, they should write at least one of each type of question (that is, first, last, just before, and just after).

When students have completed their work, they can receive feedback in one of two ways. You may wish to ask students to exchange papers and answer each other's questions. You can then collect the papers and evaluate reports and responses to the questions. Instead, you may wish to collect and evaluate papers and distribute copies of selected reports and questions. Students can then answer the questions, and you can discuss their responses in class.

Finding the Way

Provide students with a variety of maps. Ask each student to select a map and two locations shown on the map. Students are then to write directions on how to go from one location to the other using trails, roads, and highways shown on the map. Tell students to write at least three questions that pertain to the sequence of steps in their directions. Examples of such questions are:

-- What road should you take first?

-- In which direction should you turn onto Highway 10?

-- What major highway do you pass before coming to Route 101?

-- On which street do you make your last turn before arriving at your destination?

As in the previous activity, you can either (1) have students exchange papers and answer each other's questions or (2) collect the papers and distribute copies of some for students to work on. These can then serve as the basis for a class discussion.

Slide Sequence

In this activity, groups of students use a set of slides to construct stories that become the basis for sequence questions. This activity will involve a portion of several class periods. Divide the class into small groups. Give each group a set of slides and tell each group to create and narrate a story using the slides. These slides can come from a source such as the school library, or they can be slides from a student's vacation. In fact, any set of slides, whether they belong together or are randomly arranged, will suffice. It is up to the students to make coherent plots from these slides.

Because few classrooms have access to more than one slide projector at a time, you may find it helpful to have only one or two groups working on and presenting "stories" at a time. The

story that a group makes out of its slides can take any form (for example, a travel story or an adventure story), but it must involve a sequence of steps or events. The group narrates its story to the class complete with slides, music, sound effects, etc. Afterwards, ask questions about the sequence of steps or events in the story. Try to phrase your questions like the TEAMS sequence questions.

If you prefer, you may choose to select filmstrips to provide material for sequence questions. There are filmstrips pertaining to almost every subject area that include a sequence of steps or events.

Silent Skit Sequence

In this activity, students create and act out a sequence of events that will later be used as the basis for sequence questions. Divide the class into small groups and give each group an index card that contains a single statement. For example, the card might say, "John has a concussion." The cards could all contain the same statement, or the statement on each card could differ partially or completely from statements on other cards. Instruct students to create and act out a sequence of four to seven events that concludes with the statement written on the index card. The skits should last no longer than five minutes. Groups may use a narrator, but there should be no dialogue. Students act out their skit and then address a series of sequence questions to the rest of the class. These questions should be phrased as TEAMS questions would be, that is, they should ask for an event that happened first, last, or just before or after a specified event.

SKILL AREA: INFERENCE

The skill area of inference includes three objectives. The first objective requires students to identify a reasonable conclusion from a reading selection. The second objective tests students' ability to distinguish between fact and opinion. The third inference objective requires students to identify a cause-and-effect relationship from a reading selection.

Objective 5: Draw logical conclusions.

This objective requires students to select a reasonable conclusion that can be drawn from information contained in a reading selection.

Sample Item

Read the following passage. Then answer the question.

> So far, scientists have found more than 800,000 kinds of insects. They believe that there may be as many as two million different kinds. The most numerous type of insect is the beetle. All beetles have two sets of wings. The hard front wings protect the beetle's body. When the beetle flies, these wings are swung forward. The back wings are then used to fly. Because beetles are biters and have jaws, they do a lot of damage. They include such destructive pests as the boll weevil and the Colorado potato beetle.

Which of the following can be concluded from the passage?

A. Beetles are quite large compared to many other insects.

B. The boll weevil has two sets of wings.

C. Scientists have discovered all the different types of insects in the world.

D. Colorado potato beetles are the most numerous type of insect.

Test Questions

1. A test item will present a reading selection followed by the question "Which of the following can be concluded from the passage?"

Answer Choices

1. The correct answer choice will be a reasonable conclusion that can be drawn from information provided in the selection. This conclusion will be accurate, relevant, and supported by information in the selection.

2. Incorrect answer choices will be plausible but incorrect conclusions of the following types:

   a. Contradicted: A statement that is contradicted by information in the selection.

   b. Unsupported: A statement for which insufficient supporting evidence is presented in the selection.

   c. Irrelevant: A statement for which no supporting evidence is presented in the selection. This statement usually introduces information not included in the selection and always includes at least one concept that is contained in the reading selection.

Answer Analysis for Sample Item

1. Answer choice A is an irrelevant conclusion. There is no evidence in the reading selection that supports this conclusion.

2. Answer choice B is a correct conclusion. The fourth sentence in the selection states that "all beetles have two sets of wings." The last sentence says that the boll weevil is a beetle. Therefore, the boll weevil has two sets of wings.

3. Answer choice C is contradicted by the first two sentences in the selection. These sentences say that scientists have discovered over 800,000 insect types but that there are probably more than two million types in all. Thus, scientists have not discovered all the types of insects in the world.

4. Answer choice D is an unsupported conclusion because there is insufficient evidence to support it. The reading selection states only that beetles are the largest group of insects. It does not discuss how numerous the individual types of beetles are.

Instructional Emphases

An important reading skill, central to critical thinking, is the ability to draw logical conclusions based on available information. This is an inference skill and, therefore, requires the

ability to extract from a reading passage information that is not directly stated.

This skill is also tested at earlier grades. At the third grade level, students are tested on their ability to predict probable outcomes. In the fifth grade, as in the seventh grade, students' abilities to draw logical conclusions and to identify cause-and-effect relationships are assessed.

To draw a conclusion from information presented in a reading selection, students must perceive certain kinds of logical relationships between presented facts or ideas. Such a relationship will point to a logical conclusion. In TEAMS items testing this objective, all the information needed to draw the correct conclusion is available in the reading selection. Incorrect answer choices may often be true or apparently true statements, but they are not supported by information in the reading selection. To ascertain that they have selected the right answer, students should be able to isolate the information in the passage that supports the conclusion they believe to be correct.

The correct conclusion will be based on information in the form of premises presented in the reading selection. There are a variety of ways in which the correct conclusion can be drawn from the premises. Several "logic models" (in which premises lead to a logically necessary conclusion) and examples follow.

A. Premise: If A occurs, then B will occur.
Premise: A occurred.
Conclusion: B will occur.

Example

Premise: If the sun comes out, Mark will go for a bike ride.
Premise: The sun came out.
Conclusion: Mark will go for a bike ride.

B. Premise: Either A will occur or B will occur.
Premise: A did not occur.
Conclusion: B will occur.

Example

Premise: Either your telephone will be repaired or you will be given a new one.
Premise: Your telephone cannot be repaired.
Conclusion: You will receive a new telephone.

C. Premise: If A occurs, then B will occur.
Premise: If B occurs, then C will occur.
Conclusion: If A occurs, then C will occur.

Example

Premise: If Amy misses the bus, she will arrive home late.
Premise: If Amy comes home late, she will not be able to go to the park.
Conclusion: If Amy misses the bus, she will not be able to go to the park.

D. Premise: Only if A occurs will B occur.
Premise: B did not occur.
Conclusion: A did not occur.

Example

Premise: Only if the dance is on Friday night will it take place at the Marion Hotel.
Premise: The dance was not held at the Marion Hotel.
Conclusion: The dance was not on Friday night.

E. Premise: $A < B$
Premise: $B < C$
Conclusion: $A < C$

Example

Premise: It takes Esther less time to take out the trash than to clean up her room.
Premise: It takes her less time to clean up her room than to rake the leaves.
Conclusion: It takes Esther less time to take out the trash than to rake the leaves.

Comparisons of this kind can be made using a number of different variables or characteristics of the entities involved. For example:

Premise: The battle of Gonzales took place before Texas declared its independence from Mexico.
Premise: Texas declared its independence before the battle of San Jacinto.
Conclusion: The battle of Gonzales occurred before the battle of San Jacinto.

F. Premise: All A are B.
Premise: C is an A.
Conclusion: C is a B.

Example

Premise: All men are mortal.
Premise: Socrates is a man.
Conclusion: Socrates is mortal.

G. Premise: No A are B.
Premise: Some A are C.
Conclusion: Some C are not B.

Example

Premise: No sprinters are discus throwers.
Premise: Some sprinters are hurdlers.
Conclusion: Some hurdlers are not discus throwers.

H. Premise: All A are B.
Premise: No C are B.
Conclusion: No C are A.

Example

Premise: All mammals are warm-blooded.
Premise: No alligators are warm-blooded.
Conclusion: No alligators are mammals.

Another type of logical conclusion involves forming a generalization from a series of details. For example:

Detail: Tom gets A's in all of his classes.
Detail: Tom was offered a scholarship to college.
Detail: Tom pays attention in class.
Detail: Tom always turns in his assignments on time.
Conclusion: Tom is a good student.

The types of logical conclusions described and exemplified above provide a range of arguments from which logical conclusions can be drawn. These types and others will be found in the TEAMS items for this objective. The premises supporting the correct conclusion will always appear somewhere in the reading selection.

When working on items for this objective, students should first read the selection carefully. Then, for each answer choice, students should try to identify the information in the selection that supports the answer choice as a correct conclusion. The content in the passage will logically support the validity of only one answer choice. For the other answer choices, the reading selection will contain either contradictory evidence, no supporting evidence, or insufficient supporting evidence.

Possible Instructional Activities

Before beginning the activities that follow, it would be helpful for students to have a basic understanding of logic models such as those presented in the Instructional Emphases section.

Practical Paragraphs

In this activity, students write brief selections based on logic models and then draw conclusions in answer to questions regarding these selections. To prepare for this activity, write eight to ten examples of logical deduction based on the models in the Instructional Emphases section. For instance, one example might be:

Premise: All whales breathe through lungs.
Premise: Donovan is a whale.
Conclusion: Donovan breathes through lungs.

Write and number the examples on separate sheets of paper. Make three or four copies of each so that each student will receive one example.

Instruct students to write a brief story, no longer than one paragraph in length, incorporating their example. This paragraph should contain the premises from the example, but not the conclusion. This paragraph should not be written on the same sheet as the original example. The number of the example should be written above the paragraph, and below the paragraph should be written the question "Which of the following can be concluded from the passage?" Students then write three answer choices labeled A, B, and C. One of these answer choices should be the conclusion derived from the example; the other two statements should be conclusions that cannot be logically drawn from the paragraph. Collect and review students' work. Make sure that there is not more than one correct answer choice for each student's conclusion question.

Shuffle and distribute student papers. On an separate sheet (which will serve as an answer sheet), students should write the number of the paragraph they have just received (which is the number of the example on which the paragraph was based) and answer the question. Students then exchange papers and answer another question, recording their answers on their answer sheets. This process continues until students have answered at least one paragraph version of each of the original examples.

You can go over the correct answers very quickly by calling out the number of the example and the letter of the correct conclusion. If time permits, discuss several of the paragraphs with your students, focusing on the premises that lead to the correct conclusion.

Group Logic

Divide the class into small groups of students and assign each group one or two of the logic models presented in the Instructional Emphases section. Tell groups to think of four or five examples for each model. For instance, a group might be given the following model:

Premise: All A are B.
Premise: C is an A.
Conclusion: C is a B.

The following example is based on this model.

Premise: All eighth grade students take physical education.
Premise: Phil is an eighth grade student.
Conclusion: Phil takes physical education.

After an allotted amount of time, collect the examples written by each group and review them. Make copies of good and bad examples. Discuss these examples with the class. You can also make a work sheet containing the premises of each example but not the conclusion. Distribute the work sheet and have students determine the conclusion for each example.

Daily Deduction

Each day, using models such as those described in the Instructional Emphases section, write the premises of an argument on the chalkboard. On most days, make up premises that lead to a valid conclusion. On some days, however, write premises from which no valid conclusion follows--either because one or more of the premises are false or because the form of the argument is invalid.

Tell students that the first thing they should do each day after entering the classroom is read the premises and decide what conclusion can be drawn from them. Students can do this while you are taking attendance or collecting homework. After a few minutes, begin a discussion about the premises and any possible conclusions. You may also wish to have students think of another example that uses the same logic model as the premises you wrote on the board. The first few times you do this, carefully guide students to the correct conclusion. As students' logic skills develop, provide less guidance. On days when you write premises that are part of an invalid argument, have students determine the reasons that a conclusion cannot be drawn. At some point, you may wish to ask students to bring in their own examples of premises and conclusions.

Objective 6: Distinguish between fact and opinion.

This objective requires students to distinguish between facts and opinions by correctly identifying a fact or an opinion that is stated in a reading selection.

Sample Item

Read the following passage. Then answer the question.

In May 1977, a prisoner escaped from a police car in upstate New York. The police searched the area for three hours but were unsuccessful. They decided to call Howard Markley and his 110-pound bloodhound named Ivan.

Bloodhounds are dogs that have an amazing ability to smell. Because of this, they are often used to search for people. All people shed microscopic flakes of skin that have a distinctive scent. This scent can linger for days. A bloodhound has little trouble finding such a scent and following it on the ground.

Shortly after they were called, Howard and Ivan met the police where the prisoner had escaped. The damp weather that day presented a problem because bloodhounds follow scent better under dry conditions. The police let Ivan sniff a shirt that the prisoner had worn. Then they led Howard and Ivan to where the prisoner was last seen. Ivan ran back and forth for a few moments before picking up the scent. Suddenly, he took off across the countryside with Howard in tow and the police following.

After a while, Ivan discovered where the prisoner had slid down a bank into a shallow creek. Ivan climbed up the other bank and headed over the hills toward a small farming community. He led the police to an empty farmhouse where the prisoner had apparently rested. Then the dog was off again through the fields toward the railroad tracks.

When Ivan reached the tracks, he sat down instead of crossing them. Both Howard and the police were surprised at first. Then Howard noted that the tracks were on an upward grade. He knew that freight trains usually slowed to about seven miles per hour when going uphill. People can easily jump onto a train moving at that speed. A police sergeant found out what time the last train had passed and radioed ahead. One hour later and 30 miles away, officers stopped the train. Huddled in a dark corner of a boxcar was the escaped prisoner.

Which of the following statements is an OPINION presented in the selection?

A. The prisoner was foolish to try to escape.

B. People can easily jump onto a train that is moving seven miles per hour.

C. Bloodhounds are not very useful dogs.

D. A prisoner escaped from a police car in upstate New York during May 1977.

Test Questions

1. A test item will present a reading selection followed by the question "Which of the following statements is a FACT presented in the selection?" or "Which of the following statements is an OPINION presented in the selection?"

2. Opinion statements in the selection will be made obvious by using words such as "think," "feel," and "believe" or words expressing an opinion such as "pretty," "ugly," or "nice."

3. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. For items requiring identification of a fact:

   a. The correct answer choice will be either a restated or paraphrased fact presented in the reading selection.

   b. Incorrect answer choices will be any of the following types:

      (1) Contradicted Fact: A statement presented as a fact that is contradicted by information in the selection.

      (2) Irrelevant Fact: A statement presented as a fact that introduces information not included in the selection. Although irrelevant, this type of answer choice will include at least one concept that is contained in the reading selection.

      (3) Opinion: A judgment or belief that contains at least one concept from the selection.

2. For items requiring identification of an opinion:

   a. The correct answer choice will be either a restated or paraphrased opinion presented in the reading selection.

   b. Incorrect answer choices will be any of the following types:

      (1) Contradicted Opinion: A statement of opinion that is contradicted by information in the selection.

      (2) Irrelevant Opinion: A statement of opinion that introduces information not included in the selection. Although irrelevant, this type of answer choice will include at least one concept that is contained in the reading selection.

      (3) Fact: A statement from or related to the selection that is a fact rather than a judgment or belief.

Answer Analysis for Sample Item

1. Answer choice A is an irrelevant opinion. No opinions about the escaped prisoner are expressed in the reading selection.

2. Answer choice B is correct. This statement paraphrases an opinion expressed in the fourth and fifth sentences of the last paragraph.

3. Answer choice C is a contradicted opinion. The reading selection describes a specific situation in which a bloodhound was useful in locating a prisoner.

4. Answer choice D is a factual statement that is presented in the first sentence of the selection. It is a fact because it can be conclusively proven or disproven.

Instructional Emphases

The ability to distinguish statements of fact from statements of opinion is an essential aspect of critical reading and thinking. Without this skill, students will have great difficulty analyzing information they encounter in today's complex world.

Explain to students that a fact is a piece of information that is known to be true. Because facts have objective reality, they can be verified. Facts can be supported by evidence gathered through direct observation or measurement.

An opinion is a statement that expresses a belief or a judgment. Although opinions may be stated as facts, they cannot

be verified. The use of certain words often indicates that a statement is an opinion. Words such as "should" and "probably" are often used to express belief. Adjectives such as "important," "beautiful," "best," "good," and "bad" indicate personal judgments. Alert your students that these and other "opinion" words can often help to identify statements of opinion. In addition, emphasize to your students that the key distinction between facts and opinions is that facts can be objectively verified and opinions cannot. Warn your students not to accept the notion that just because something is in print, it is true.

Readers often mistake an opinion for a fact when it is an opinion with which they agree or when it is stated strongly. Also, terms and phrases such as "definitely," "actually," "in fact," and "as a matter of fact" do not make a statement a fact. Point out these typical errors to your students and emphasize the criterion of verifiability.

In answering TEAMS items regarding fact and opinion, it is critical that students select the appropriate type of statement (fact or opinion). It is equally important for your students to remember that the correct fact (or opinion) will be presented in the reading selection. Therefore, students must not only distinguish between statements of fact and opinion; they must also select a statement that is derived from the reading selection.

Possible Instructional Activities

News Watch

This activity should be assigned as homework. Tell your students to listen to a news program on television or the radio. They should write and bring to class at least three facts and three opinions they hear on the program. Lead a discussion with your students by having them share what they heard with the rest of the class. Students may be surprised by the number of opinions presented on news programs.

If you have videotaping and playback facilities available, videotape a newscast, a news program, or a documentary special. Show part or all of the telecast in class and direct students to point out facts and opinions. If videotape is not available, you can record the soundtrack of a television or radio program using an audio tape recorder. Also, the proceedings of Congress are often televised during school hours. Have your students discuss facts and opinions stated in the speeches of the law-makers.

Candidates' Corner

In this activity, students play the parts of various political candidates in school, local, or national elections and give speeches containing both facts and opinions. This activity is most appropriate prior to an election. At times when there is not an election, you can use controversial issues as topics.

Assign students to portray various political candidates. By reading newspapers and magazines, students can research the positions of their candidate. Although the research may involve a group of students, a particular candidate should have no more than two spokespersons. One person will portray the candidate and give a speech that includes both facts and opinions. Another student, acting as a press secretary, will answer questions from the class on behalf of the candidate.

Schedule the speeches so that opposing candidates for an office speak consecutively. After opposing candidates have spoken, write three columns on the board. Title the middle column "FACTS." In this column list facts that neither candidate could dispute. In the left column list some key opinions of one candidate. In the right column list some key opinions of the opposing candidate. Of course, if there are more than two significant candidates for an office, you can have additional opinion columns. Allow time for discussion and debate.

Shopper Savvy

Make available or have students supply a variety of printed advertisements. These can be found in sources such as newspapers, magazines, telephone books, and flyers. Ask students to select an advertisement and list all the facts and opinions that it contains. When this is finished, have some students read their advertisements to the class and discuss the facts and opinions contained in them.

Advertiser's Alley

In this activity, students compose and perform advertising skits that include both facts and opinions. Tell students that they are advertising executives whose task is to sell Arnie's Ointment. You may specify what the ointment is supposed to do or allow groups of students working together to decide what their version of the ointment does. Before letting students plan their advertising campaigns, you may wish to show students or have them bring in examples of advertising techniques and ploys. When students plan their skits, they should make an effort to include both facts and opinions. After the skits are performed, discuss with students the facts and opinions in the skits.

Describe It

In this activity, students write a list of statements describing an object that is either concrete (such as a tree) or abstract (such as a football game). You can assign a topic or let students choose their own. Students should include both facts and opinions in their lists. Have students discuss their lists in class.

In Other Words

Students need to be able to recognize paraphrases because the correct answer in TEAMS items is either a directly restated or paraphrased statement from the reading selection. Prepare a work sheet containing 10 facts and 10 opinions on the left half of the paper. On the right half, write paraphrased versions of the statements, in a different order.

Introduce this activity by discussing the concept of paraphrasing. Explain ways to paraphrase a statement (using synonyms, changing word order) and provide examples either orally or on the chalkboard. Distribute the work sheet to students. Require students to (1) identify each statement as a fact or an opinion and (2) match each statement on the left with its paraphrased version on the right. You can collect the work sheets and evaluate them and/or conduct a class discussion about them.

The Truth, the Whole Truth, and...

In this activity, students prepare a written speech about a topic of their choice. Tell students that their talks can be about people, books, current events, food, cars, hobbies, school activities, what they did last night, a topic discussed in class, etc. The speech should contain at least three facts and three opinions. The goal is to express the opinions in such a way that other students may not recognize them as opinions.

Select students to present their speeches to the class. After each speech, other class members should identify the opinions that were expressed.

Objective 7: Identify cause-and-effect relationships.

This objective requires students to select the cause or effect of a specified event or activity described in a reading selection.

Sample Item

Read the following passage. Then answer the question.

In May 1977, a prisoner escaped from a police car in upstate New York. The police searched the area for three hours but were unsuccessful. They decided to call Howard Markley and his 110-pound bloodhound named Ivan.

Bloodhounds are dogs that have an amazing ability to smell. Because of this, they are often used to search for people. All people shed microscopic flakes of skin that have a distinctive scent. This scent can linger for days. A bloodhound has little trouble finding such a scent and following it on the ground.

Shortly after they were called, Howard and Ivan met the police where the prisoner had escaped. The damp weather that day presented a problem because bloodhounds follow scent better under dry conditions. The police let Ivan sniff a shirt that the prisoner had worn. Then they led Howard and Ivan to where the prisoner was last seen. Ivan ran back and forth for a few moments before picking up the scent. Suddenly, he took off across the countryside with Howard in tow and the police following.

After a while, Ivan discovered where the prisoner had slid down a bank into a shallow creek. Ivan climbed up the other bank and headed over the hills toward a small farming community. He led the police to an empty farmhouse where the prisoner had apparently rested. Then the dog was off again through the fields toward the railroad tracks.

When Ivan reached the tracks, he sat down instead of crossing them. Both Howard and the police were surprised at first. Then Howard noted that the tracks were on an upward grade. He knew that freight trains usually slowed to about seven miles per hour when going uphill. People can easily jump onto a train moving at that speed. A police sergeant found out what time the last train had passed and radioed ahead. One hour later and 30 miles away, officers stopped the train. Huddled in a dark corner of a boxcar was the escaped prisoner.

When Ivan reached the railroad tracks, he sat down instead of crossing them because

A. he had been trained not to cross railroad tracks

B. he was letting the police catch up with him

C. he was tired and needed to rest

D. the trail created by the prisoner's scent had ended

Test Questions

1. A test item will present a reading selection followed by an incomplete sentence that specifies an event or activity in the selection. Following the incomplete sentence will be four possible endings. To select the correct ending, students will have to select the cause or effect of the specified event or activity.

2. The cause-and-effect relationship to be tested will be implied in the reading selection.

3. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be an accurate statement of the cause or effect of the specified event or activity. It will be supported by information in the selection.

2. Incorrect answer choices will be statements of cause or effect that are plausible but not supported by information in the selection.

Answer Analysis for Sample Item

1. Answer choices A, B, and C are all plausible but unsupported causes for Ivan's sitting down at the railroad tracks. There is no evidence in the reading selection that any of these statements of cause are correct.

2. Answer choice D is the correct cause of Ivan's sitting at the railroad tracks. Ivan had been following the prisoner's scent on the ground. When the prisoner boarded a passing train, his scent was no longer available for Ivan to follow. Therefore, Ivan sat down because he could no longer smell the prisoner's scent.

Instructional Emphases

An important reading comprehension skill, closely related to the skill of drawing conclusions, is that of determining cause-and-effect relationships. A cause of something can be thought of as why something happened. For example, in the sentence "The heavy rain caused the river to overflow," the cause of the river's overflowing was the heavy rain. An effect of something is the result or consequence of that something. In the example above, the overflowing of the river was the effect, or result, of the heavy rain. As in the example above, causes always precede their effects in time.

Cause-and-effect relationships are often indicated by words and phrases such as "because," "so," "therefore," "consequently," "in order that," "as a result," and sometimes "then," "thus," "since," and "for." In the following pair of sentences, such words establish clear cause-and-effect connections between two events.

Ron missed the bus because he woke up late.

Ron woke up late; therefore, he missed the bus.

A causal relationship can also be implied without the use of such terms. For example:

Whenever Ron wakes up late, he misses the bus. Today he woke up 10 minutes late. He rushed to the bus stop, but the bus had already left.

From this short passage, a reader can infer the following cause-and-effect relationship:

Cause: Ron woke up late.

Effect: Ron missed the bus.

All the information needed to make this inference is contained in the passage. The reader need not have any prior knowledge about buses or bus schedules to understand the cause-and-effect relationship that exists between the two events. This is also true of TEAMS items testing this objective. All the information necessary for determining the cause-and-effect relationship being tested will be contained in the item's reading selection.

Encourage your students to read an item's selection carefully. After reading the question and answer choices, students should return to the selection to be sure of selecting the correct answer choice, which must be supported by information in the selection.

Possible Instructional Activities

Vice Versa

Write on the board 10 to 20 sentences describing occurrences or actions. These sentences can be created by you or suggested by your students. For example:

-- John ate a doughnut.

-- Maria slammed the door.

-- Judith did not sleep at all that night.

-- Harry washed his father's car.

-- Lightning struck the old oak tree by the pond.

Instruct students to select two sentences from the list and write two paragraphs based on the events described. In the first paragraph, the occurrence in the first sentence is to be the cause of the occurrence in the second sentence, and vice versa in the second paragraph. For example, if the two sentences selected were the first two from the list above, the first paragraph would describe how John's eating a doughnut was the cause of Maria's slamming the door. Conversely, the second paragraph would narrate a different series of events, in which Maria's slamming the door was the cause of John's eating the doughnut.

Call on students to read one of their paragraphs aloud. After reading a paragraph, the student who wrote it should ask aloud a question whose answer is either a cause or an effect. The answer should be one of the events originally chosen by the student from the list on the board. In some cases, have students read both versions of their paragraphs.

Collect and look over student work not discussed in class so you can ensure that students have a good understanding of cause and effect. If you choose, you can select the best undiscussed paragraphs to make a cause-and-effect work sheet to be used in other lessons dealing with this objective.

Practice Makes Perfect

In this activity, students work with cause-and-effect relationships similar to those they will encounter in TEAMS items. To prepare for this activity, write or select five to ten brief reading selections that contain cause-and-effect relationships. If you choose to write selections, the simplest method is to create cause-and-effect relationships, then write short selections that include these relationships.

For each reading selection, write one or two incomplete sentences, each of which specifies an event in the selection and asks for the cause or effect of the event. Include at least three answer choices for each one. Use the sample item presented above as your guide.

Distribute a handout of these selections. Tell students to read each one and select the correct ending for each incomplete sentence. After students complete the handout, discuss the answers.

Current Events

This activity utilizes current issues and problems that exist in today's world to help students acquire a better understanding of cause and effect.

A good way to begin this activity is by leading a class discussion about current events. Ask students to name topics currently in the news, and list these on the board. At the end of this discussion, ask each student to select a problem, issue, or event for the following day. Students can choose topics from the list or from such sources as a daily newspaper or a weekly news magazine. The next day, have students announce the topic they have selected.

Give students a week to research their selected subjects. The goal of this research is to find the causes and effects of each issue, event, or problem. Students must record the results of their research in a cause-and-effect format, listing both causes and effects of the problem, issue, or event. For the most part, students should mention effects that have already occurred. In addition, you may wish to have students speculate about what might happen in the future, although TEAMS cause-and-effect items do not involve speculation about things that have not occurred. All relevant information is contained within the scope of the reading selections of these items.

Collect and evaluate student work, and use selected examples as the bases for class discussions.

SKILL AREA: REFERENCE USAGE

The skill area of reference usage includes three objectives. The first objective requires students to choose the appropriate reference source for locating requested information. The second objective calls for students to use a graphic reference source to find requested information. The last objective requires students to select the part of a book that would be used to find specified information.

Objective 8: Identify the appropriate reference source.

This objective requires students to select the reference source that is most appropriate for locating the information specified in a test item.

Sample Item

Choose the reference source that would be most helpful.

Which reference source would give you the address of a local bakery?

A. atlas

B. dictionary

C. encyclopedia

D. telephone directory

Test Questions

1. A test item will present a one-sentence question that asks the student to identify the reference source that should be used to obtain a specified piece of information.

2. The specific piece of information that is required will be available in one of the following reference sources: atlas, dictionary, encyclopedia, newspaper, and telephone directory.

Answer Choices

1. Each answer choice will be one of the five reference sources listed above.

2. The correct answer choice will be the reference source that provides the information specified in the question.

3. Incorrect answer choices will be reference sources that generally do not provide the information specified in the question.

Answer Analysis for Sample Item

1. Answer choice D is correct. A telephone directory is a book listing names, addresses, and telephone numbers of individuals as well as business establishments. Names and addresses of local bakeries can be found under a heading such as "Bakery" in the commercial section (yellow pages) of the telephone directory.

2. Answer choices A, B, and C are incorrect. An atlas (answer choice A) is a book of maps. A dictionary (answer choice B) is a book that contains words in alphabetical order with information about their form, pronunciation, function, etymology, meaning, and syntactical and idiomatic uses. An encyclopedia (answer choice C) is an alphabetized, usually multivolume, reference containing general information on persons, places, and things. Thus, none of these sources would contain addresses of bakeries.

Instructional Emphases

Reference usage skills involve knowing which reference source to consult and how to use it. This objective concentrates on the first of these two components, selecting the appropriate reference source. Seventh grade is the lowest grade level at which this objective is assessed in the TEAMS program.

Students need to know the specific uses of each of the five reference sources. You can reinforce this information by helping your students to familiarize themselves with the purposes of each of the eligible reference sources. Show one or more examples of each reference source to your students. Point out also that some of the information in some reference sources overlaps.

Students should learn both when and how to use each of these sources. Although students will not be tested on their ability to find requested information after having selected the appropriate source, using reference sources will enhance students' ability to select the appropriate source when looking for information.

Encourage your students to use reference tools as often as possible. Look for ways in which sudents can use the sources to assist them in classroom activities. Emphasize that a reference source is the student's ally. Provide examples of how reference sources can prove useful in "real-life" situations, that is, situations that are not specifically related to assignments at school. With practice, students will know where to look for a specific kind of information.

Possible Instructional Activities

Source Reports

Divide the class into five groups and assign each group one of the five reference sources. Each group must research the source it was assigned and make a presentation to the class. This presentation should include the following information:

-- where to find the source
-- how the source is organized
-- how to use the source
-- when to use the source
-- different varieties of the source (if applicable)
-- how often the source is published
-- how often the information provided by the source changes

In addition to preparing its presentation, ask each group to write questions that can be answered using the source assigned to that group. After all groups have finished their presentations, read the questions to the students in a random order to check their understanding of the different sources.

What Is the Question?

This activity is similar to the previous one, but it focuses on individual rather than group study. Assign each student one of the five reference sources. Tell students to conduct research on how and when to use the reference source they have been assigned. After students complete this research, explain the format of test questions for this objective and write several examples of questions on the chalkboard. Then ask students to write 10 questions similar to those that will be found on the test. The correct answer for these questions should be the reference source with which they are working. Collect the students' questions and review them for appropriateness. These questions can later be used to provide students with drill and practice for this objective.

Sourcethink

Provide as many of the five eligible types of reference sources as possible. Students can do this activity either individually (if there are sufficient sources available) or in small groups. Give students five sheets of paper each and have them label each one at the top with one of the five reference sources. Then, for each source, tell students to write down five phrases specifying a piece of information found in that source. Students should refer to the sources when working. The following are examples of the type of phrases students might generate:

atlas: the elevation of Mt. McKinley

dictionary: the part of speech that the word "reserpine" is

encyclopedia: the date paper was first made

newspaper: the score of last night's Astro game

telephone directory: the name of a local record store

When students have finished, select a student to read aloud to the class some of the "clues" that student generated. The student should not read the source named at the top of the page. Instead, the student should read the first phrase listed on the page. After this phrase is read, call on another student to identify the reference source that would contain the piece of information specified in the phrase. Take a hand count to see if the rest of the class agrees or disagrees. If students guess incorrectly or are unsure, then have the selected student give the next "clue," that is, the next phrase listed on the page. Call on another student to guess after the second phrase has been read aloud. Continue until students name the correct source, then start again with another "clue reader."

If the same piece of information could be found in more than one source, consider any appropriate answer to be correct. (In the TEAMS test items, however, there will never be more than one possible correct answer among the answer choices.)

Calling All Sources

Assign students the task of writing a five- to ten-page report that requires the use of all five eligible reference sources. For example, if a student chooses to write a report about Congress, sources might be used in the following ways:

Atlas: Provide a map of Washington, D.C., showing the location of Congress.

Dictionary: Define legal terms pertaining to the working of Congress.

Encyclopedia: Combine information about the history and purpose of Congress.

Newspaper: Report and assess the current activities of Congress.

Telephone Directory: Obtain the phone number and address of the nearest Congressional office. Also, if the library has a copy of a Washington, D.C., directory, other useful phone numbers and addresses could be obtained.

You might want to consult with other teachers so that report topics can be relevant to what students are studying in their other classes. For many potential report topics, the atlas and telephone directory will prove the greatest challenges from the standpoint of utility. A little imagination, however, is all that is needed in most cases. For instance, if there is a local expert on a certain subject with whom an interview could be arranged, the telephone book could prove valuable for finding the necessary address and telephone number. Additionally, a map is always useful for providing directions and often serves as an excellent way to illustrate information provided in a report.

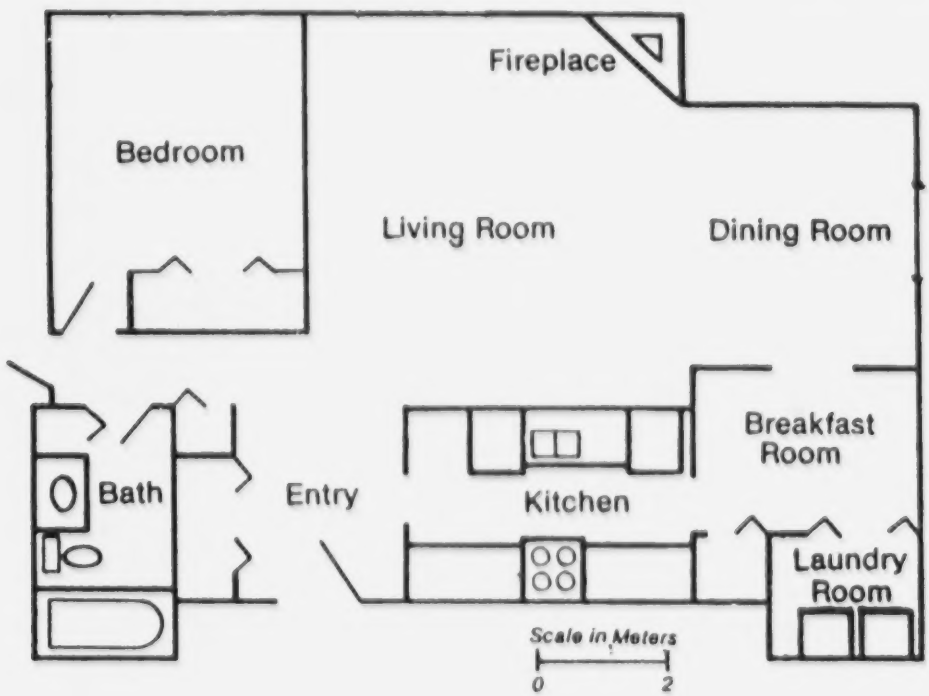
Tell students to include, at the end of their reports, a brief list of the information they obtained from each of the reference sources. Students should be evaluated not only on the quality of their reports, but also on their skill in using the required reference sources.

Objective 9: Use graphic sources to get information.

This objective requires students to use a graphic source of information to answer a question presented in a test item.

Sample Item

Use the scaled drawing to answer the question.



What room must you always pass through to get to the laundry room?

A. the breakfast room

B. the dining room

C. the living room

D. the kitchen

Test Questions

1. A test item will present one of the following graphic sources of information: diagram, list, map, picture, scaled drawing, schedule, table, or time line. (Maps will include a directional indicator and may include a legend.)

2. Each graphic source will be followed by at least two questions that require students to obtain information from the graphic source. The questions will specify the information to be obtained and will provide any data necessary for finding that information.

3. Mathematical operations will not be required.

Answer Choices

1. The correct answer choice will be the piece of information derived from the graphic source that accurately answers the test question.

2. Incorrect answer choices will be any of the following types:

   a. Adjacent Information: Information from the graphic source that is next to the requested information.

   b. Similar Information: Information from the graphic source that is similar in meaning or appearance to the requested information.

   c. Incorrect Information: Information from the graphic source that does not answer the question.

Answer Analysis for Sample Item

1. Answer choice A is correct. According to the scaled drawing, there is no way to get to the laundry room without passing through the breakfast room.

2. Answer choice B is incorrect. The dining room is adjacent to the breakfast room. It is not necessary to pass through the dining room to get to the laundry room.

3. Answer choice C is also incorrect because one needn't pass through the living room to get to the laundry room.

4. Answer choice D is incorrect. The kitchen is adjacent to the breakfast room.

Instructional Emphases

Reference usage skills depend on knowing when and how to use a particular reference source. This TEAMS objective concentrates on the second of these two components, using a source of information effectively. In the course of their studies (as well as outside of school), students often need to extract information from graphic displays. This involves skills such as alphabetizing, reading rows and columns in tables and graphs, and interpreting information presented in keys and legends of maps and diagrams.

The graphic sources presented in TEAMS test items will be similar to displays found in reference sources and school textbooks. Although some types of graphic displays may be well understood by your students, others may not. Try to provide at least some instruction and practice in the use of each type of graphic display listed above. Graphic sources such as lists will take little time to review. Others, such as tables, may require more explanation and practice. At this grade level, time lines and scaled drawings will be eligible for testing on TEAMS items for the first time. Therefore, students may need additional explanation to understand time lines and scaled drawings.

Students should have access to more than one version of each type of graphic source so that they can see that there are different forms of maps, time lines, scaled drawings, etc. Point out that graphic sources are used in many content areas to convey information. Students will probably be able to find graphic displays in all of their textbooks. Remind students that graphic sources can illustrate what an author is discussing and provide the reader with additional information in "picture" form.

The first step in reading a graphic source is to determine what information it contains. Students must understand the layout and purpose of the graphic source. Draw students' attention (when applicable) to information such as the title of the graphic source, the column and row headings, the values that are being presented, and the meanings of symbols that appear in the source.

Once students grasp the nature of information contained in graphic sources, they are prepared to answer questions such as those presented in TEAMS items. To answer the easiest of these questions, students will merely have to extract information directly from the graphic source. For example, a direct question concerning the simple table on the next page would be "How many pounds of paper were collected by students in Room 59 on Tuesday?"

Pounds of Paper Collected During Paper Drive

Day

Homeroom	Monday	Tuesday	Wednesday	Thursday	Friday
Room 38	65	32	18	50	45
Room 59	52	40	36	30	27

The more difficult questions will also depend on information presented in the graphic source, but may require the student to compare information. An example would be "On which day did the students in Room 38 collect the most paper?" Answering this question requires more than locating a single piece of information; several pieces of information must be found and evaluated.

When providing sample questions for students, ask questions whose answers are stated directly in the graphic source before asking questions whose answers require comparisons among pieces of information. Use simple displays before complex ones. A list, for instance, is easier to understand than a table. Through explanations, examples, and careful questioning, you can enhance students' ability to use and understand graphic sources of information.

Possible Instructional Activities

For Example

Two new graphic sources of information are tested at this grade level: time lines and scaled drawings. Because students may not be familiar with these sources, you may choose to introduce time lines and scaled drawings to students by implementing some of the following suggestions.

Focus on time lines one day and scaled drawings on another. Collect and distribute to students three to six examples of the source under consideration. Content-area textbooks, magazines, and encyclopedias may prove excellent sources for both time lines and scaled drawings. Discuss how the title of each example clarifies its subject. Show your students how to read each example by posing TEAMS-type questions. Culminate this activity by assisting your students in making their own time lines or scaled drawings; for example, a time line showing a student's activities during a recent month (went to a movie, babysat, stayed home sick) or school activities (dances, athletic events, picture day, report card day). Scaled drawings could be made of classroom objects, such as tables and bookshelves, or of the classroom itself.

By the Way

Content-area textbooks often use graphic sources to present or clarify important information. Although it is easy to pass over many of these graphic sources, they are excellent tools for reinforcing the skills students will need to answer questions testing this objective. In the normal course of your teaching, examine graphic sources with your students when you encounter them. Have students classify the graphic source by type (for example, list, time line, map). Ask students to point out what type of information the graphic source provides and ask questions that require students to find such information by using the graphic source. Have students make their own graphic sources by using graphic sources in content-area textbooks as models. Or, have students devise another type of graphic-source format to represent information contained in a graphic source from a content-area textbook.

Graphic Gala

Randomly assign one of the eight eligible graphic sources of information to each student in your class or to groups of two or three students. Tell students to create poster-sized examples of their assigned graphic sources. The student examples need not be complicated but should be legible and appropriately labeled. Have students write three TEAMS-type questions that can be answered using their examples. Have students display their examples and pose their questions to the rest of the class.

Map Logic

Distribute copies of a map to students. This map should have a directional indicator, a legend, and various representational symbols, but no labels. For example, if it were a state map, cities, lakes, mountains, and rivers would be pictured but not labeled. If the map were of a city, it would show streets, parks, and buildings, but none would be identified by name. After students receive this map, give them a page of clues designed to help them properly label the landmarks on the map. For example:

-- The westernmost city on this map is Faulkner.

-- Renelaude River is the river that runs nearest to the state capital.

Tell students to use the clues to label their maps.

This activity can also be implemented using graphic sources other than maps. A table or a schedule can have missing entries or column headings, and a time line can list events without dates or dates without corresponding events. Prepare the clues needed for completion of the source. Give students the incomplete

source and clues, and tell them to fill in the missing information. The more practice students have with this process, the better able they will be to answer questions using unfamiliar graphic sources.

Personal Mapmaking

In this activity, students create their own maps of areas with which they are familiar, such as their neighborhood or school. Final maps should be neat and well-labeled and should include both a directional indicator and a legend.

Review and evaluate maps as they are completed. Then ask each student to write three to five TEAMS-type questions that can be answered using the map. Have students exchange maps and questions, then answer the questions. These maps and questions can be collected and reused at other times for practice.

Weekly Schedules

Have each student create a schedule, in the form of a table, representing a single week. The table should have a title, the days of the week (either five or seven) listed across the top, and hours listed down the left-hand side. For example:

TIME	Monday	Tuesday	Wednesday	...
6:00 a.m.				
7:00 a.m.				
.				
.				
.				

Have students complete their personal schedules for a week that has passed, the week in progress, or a future week. Tell students to write five TEAMS-type questions that can be answered using their schedules. Have students exchange their work and answer the questions. The schedules and questions can be collected and used later to provide practice.

Objective 10: Identify the parts of a book used to obtain information.

This objective requires the student to select the part of a book that would be used to find information specified in a test item.

Sample Item

Choose the part of a book that would be most helpful.

Which part of a history book should you use to determine how many chapters it contains?

A. copyright page

B. index

C. preface

D. table of contents

Test Questions

1. A test item will contain a one-sentence question that asks students to identify the part of a book needed to locate a specific piece of information.

2. The specific piece of information that is required will be available in one of the following parts of a book: copyright page, index, glossary, preface, or table of contents.

Answer Choices

1. Each answer choice will be one of the five book parts listed above.

2. The correct answer choice will be the part of a book that provides the specified information.

3. Incorrect answer choices will be parts of a book that generally do not provide the specified information.

Answer Analysis for Sample Item

1. Answer choices A, B, and C are incorrect. A copyright page (answer choice A) typically contains information such as the copyright date or dates, the holder of the copyright, the country where the book was printed, and how the book has been catalogued in the Library of Congress. An index (answer choice B) is an alphabetized list of topics treated

in a book. It provides the page number(s) where information on each topic is found. A preface (answer choice C) contains introductory remarks in which the author usually provides reasons for writing the book and acknowledgments to those who have provided assistance.

2. Answer choice D is correct. A table of contents lists in order, by major sections, the contents of a book and the corresponding page numbers. It is the most appropriate place to look in order to find out how many chapters a book contains.

Instructional Emphases

To master this skill students need to understand the purposes of the different parts of a book. Help students locate the book parts included in this test objective: copyright page, index, glossary, preface, and table of contents. Students should have the opportunity to examine these parts in several books because the parts will not always be arranged in the same manner.

A student should learn both where these parts are located in a book and how they are used. Although students will not be tested on their ability to use book parts, the practice of using the sections appropriately may help students determine which book part to select for a given task. Encourage students to acquire certain reference usage habits such as: looking up difficult words in a glossary; searching for topics in an index and turning to the indicated pages; referring to a table of contents to see how a text is organized; and turning to a copyright page for information such as the copyright date or dates, the holder of the copyright, the publisher, and the place where the book was published. The preface precedes the text and usually includes acknowledgments of people who helped in the preparation of the book.

A book's title page, tested at the fifth grade, is not tested at this grade level. Two other book parts, however--the preface and the copyright page--are tested for the first time at the seventh grade. Students may need more practice with these two book parts than with the parts tested in earlier grade levels.

Encourage the use of book parts in classroom assignments. For example, encourage students to use the various parts of their source books when conducting research for reports. In this way, an understanding of book parts can be reinforced in the context of routine classroom activities.

Possible Instructional Activities

Scoring with Book Parts

Divide the class into two teams. Team members should sit or stand together and should designate the order in which their team members will answer questions. Ask the first student on one team a book-part question. If the student answers correctly, give that team a point. Then ask the first student on the other team a book-part question and give that team a point if the question is answered correctly. Deduct a point for a wrong answer (if the team has at least one point).

A team can elect to risk its points on the outcome of a question. A team with 20 points, for example, can wager 1 to 20 points on a question. Suppose that the team decides to risk 18 of those 20 points. If the question is answered correctly, the team gains 18 points; if the question is answered incorrectly, the team loses 18 points. You can declare a winner after a certain number of questions or after a predetermined point total has been reached by one of the teams. Rather than two teams playing one long game, you may prefer to have several smaller teams playing shorter games.

Color-Coded Questions

In this activity, students will consult a text, write book-part questions, and provide two answers for each question. Familiarize students with book-part questions. A sample question might be:

> What part of a book would you use to find out who published the book?

The first answer for the question above would be "copyright page"; the second part of the answer would be the name of the publisher.

Select a common text for all students to use. This text should contain all five eligible book parts. Divide the class into four groups. Give each group 16 half-sheets and one full sheet of colored paper. Each group should work with a different color of paper and should be named for that color. (For instance, a "green group" will work with green paper, and a "yellow group" will work with yellow paper.)

Instruct the groups to write questions about book parts. Every group should write two questions each for the copyright page and preface and four questions for each of the other book parts. These questions and their two-part answers should first be written on the full page. This full page will later be used as an answer key. On the half-sheets of paper, the groups should

write the questions only, one to a sheet. Collect the half-sheets, review the questions, and modify or delete inappropriate ones.

Distribute the half-sheets of paper to the four groups, making sure that no group receives any questions that it wrote. Tell students to write their group name on each question sheet they receive and answer each question. Remind them that there are two answers for each question: the name of the book part selected and the actual information requested. The questions may be answered by group members working individually or collectively.

When all groups have finished working, return the question sheets to the groups that wrote them for scoring. One point is awarded for selecting the correct book part; another point is awarded for using the book part to find the information sought by the question. When the groups have finished scoring, write the name of each group on the chalkboard. Then, call on a spokes-person from each group to announce the total points earned by the group.

Personal Publishing

Have each student create a book that contains a title page, a copyright page, a preface, a table of contents, a glossary, and an index. (Although the title page is not tested at this grade level, all books contain one. Furthermore, making a title page helps reinforce the distinction between a title page and a copy-right page.) A past written report can serve as the "text" of this book. If students have no such text available, you can make the writing of the text part of the assignment, using a topic of your or your students' choice.

Students should first make the title page and the copyright page. Information such as the name of the publishing company can be invented. The preface should be one paragraph long and appear on its own page. Students should try to limit the preface to the details that a real preface would contain (purpose, acknowl-edgments). Students should also make a table of contents. If the report is very short, different paragraphs can serve as the chapters and line numbers can be used instead of page numbers. The chapters should be numbered and titled. For each report, there should also be a glossary and an index. There should be a minimum of five words in the glossary and at least 10 terms listed in the index.

Have each student give the completed "book" to another student, who is to compose seven book-part questions that are typical of actual test questions. The book should then be handed to a third student, who answers the questions written by the second student.

The Treasure of Book-Part Bill

In this activity, students' success in finding the location of a hidden treasure depends upon their knowledge of book parts. The students' task is to find the hidden treasure of "Book-Part Bill."

To prepare for this activity, make up a sentence that tells the location of a "hidden treasure." For example, "The treasure is one mile west of the school buried under an oak." The students' task will be to reconstruct the sentence by using clues they collect by answering book-part questions. The only words given to students will be the words "The treasure is." In this example, there are 10 words after "The treasure is." Therefore, 10 book-part questions would need to be created. These questions should, with one addition, be just like questions students will encounter in TEAMS items. The addition is that each answer choice in every question will be followed by a clue. The clue following the correct answer choice will reveal the identity of the corresponding word in the mystery sentence. For example, the first question could read as follows:

> Which part of an electricity textbook should you use to find the definition of neon?
>
> A. copyright page
> (Turn to page 32 and select the third word in the fourth line.)
>
> B. glossary
> (Turn to page 86 and select the second word that begins with the letter "o.")
>
> C. preface
> (Turn to page 24 and select the third word that rhymes with "time.")
>
> D. table of contents
> (Turn to page 48 and select the first word whose letters are in alphabetical order.)

Using the example given above, the clue in correct answer choice B would lead to selecting the word "one." Answering the next question correctly would lead to the second unknown word, in this example, "mile." The first student to reconstruct the mystery sentence correctly, or any number of students who do so within a given time frame, would be the winner(s). Be sure to develop book-part questions and clues that apply to texts that are available to all students during the activity.

If you prefer, some or all of the clues can require the use of book parts. Examples of this type of clue are as follows:

A. glossary
(Select the first name of the person who assisted the author the most in writing the book.)

B. index
(Select the fifth word from the first page of chapter three.)

C. preface
(Select the page number of the first use of the word "style.")

D. table of contents
(Select the third word in the definition of "simile.")

Initiate the activity by reading the following introduction:

'Book-part' Bill Bookbinder was a cattle rustler and part-time librarian who was fascinated by the study of book parts. He would always read about book parts between rustling jobs. He felt he could have made it big without breaking the law if he'd only learned about book parts sooner. He amassed tremendous wealth by the time he passed away and wanted this money to contribute to the advancement of his true interest: the study of book parts. He left a will written in the form of a treasure hunt. Only a master of book parts would be able to find the treasure. He wanted the scholarly work he started so late in life to continue after his death. You have been selected to hunt for this treasure. Good luck.

Check the sentences of students who believe they have deciphered the mystery sentence. If a sentence is incorrect, underline the first incorrect word. The student can then resume trying to find the correct mystery sentence.